

Guidelines for Planning a Library Sponsored Summer Reading Program:
READ--It's a SHORE Thing

An Honors Thesis (HONRS 499)

by

Laurie A. Clevenger

Thesis Advisor
Patricia F. Beilke

Patricia F. Beilke

Ball State University

Muncie, Indiana

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Acknowledgements

Each summer young adults everywhere complain to their parents that there is "nothing to do." They spend the summer watching television, sleeping, and sometimes working. When asked what they did over the summer, they reply, "Nothing." I believe that a public library can serve the young adults of its community by providing summer activities that promote reading and give teenagers a chance to do "something". Thinking of my own summer reading experiences, I decided to challenge myself to create a useful summer reading program for young adults.

The suggested ice breaker as well as the program activities are inventions of the mind of this writer. They have not been tried with young adults, but they serve as prototypes I hope to have an opportunity to use in the future.

I owe thanks to several people who supported me throughout this process: my advisor, Dr. Patricia F. Beilke, who gave endless, patient guidance; my friends Travis Lamle, Taya Dolsen, and Ramon Knox, who always told me I could when I thought that I couldn't; and my parents, Dan and Karen Clevenger, who believed in me from the beginning to the end. Thank you.

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Purpose of Thesis

This thesis presents guidelines for creating a public library summer reading program for young adults. Chapter 1 contains information about adolescents and their needs as well as basic programming guidelines. Chapters 2-4 consist of a suggested summer reading program entitled READ--It's a SHORE Thing. Finally, Chapter 5 discusses resources for persons beginning to plan programs for young adults as well as ideas for staying on the cutting edge of programming.

CHAPTER 1

Young Adults and Programming

The Nature of Adolescence

Many terms are used to describe people between the ages of twelve and eighteen: teenagers, adolescents, young adults, youths, juveniles, and minors. Whatever adults choose to call them, they are going through a turbulent period of life characterized by what seems to be almost constant change--physical, mental, social, and emotional.

The physical growth teenagers experience is "second in velocity only to the first two years of life" (Chelton and Rosina, 1993, p.7). According to Dr. Hugh Klein, adolescence is "a time of experimentation, of 'trying on' new roles to determine which ones fit and rejecting those that do not" (Wilson-Lingbloom, 1994, p.15).

Young adults are also separating themselves from their parents; friends are more often used as the "measuring sticks of normalcy" (Chelton and Rosina, 1993, p.8).

The Needs of Adolescents

Amid these changes, adolescents have certain developmental needs that should be addressed. The following list of needs was compiled by Gisela Konopka from the University of Minnesota:

- * to gain experience in decision making
- * to interact with peers and gain a sense of belonging
- * to reflect on self in relation to others
- * to discuss conflicting values and formulate their own value system
- * to experiment with their own identity, with their relationships to other

people,

and with ideas, and

- * to develop a feeling of accountability in the context of a relationship among equals (Chelton, 1994, p.x).

Library Programs to Meet Adolescent Needs

In the face of these developmental needs, today's adolescents must also deal with social problems that perplex most adults. They are faced with gangs and violence, alcoholism, drug abuse, unwanted pregnancies, and AIDS. "While cataclysmic assumptions of doom for the young have been around since Aristotle's time, it is fair to say that today's young adults are truly needier than those of earlier generations" (Chelton, 1994, p.ix).

How can providing library programs aimed specifically at young adults help them deal with their developmental needs and the problems they are bombarded with everyday as they attempt to get an education? "More than just providing entertainment, programs help YA's get through the process of being a YA" (Jones, 1992, p.157). Programs can provide a sense of belonging, structured interaction with peers and adults, and an opportunity to explore one's self and values. In 1988 the National Center for Education Statistics reported that one of every four library patrons was a young adult (Chelton and Rosina, 1993, p.6). If programming is part of a library's mission statement, the library is obligated to provide programs targeted to 25% of its usership (Jones, 1988, p.96).

Young adult programming is good for the library too. Today's adolescents are

tomorrow's taxpayers and voters. It is in the library's best interest to ensure they have developed the 'library habit' (Jones, 1992, p.9). By providing YA programming, librarians help teenagers make the transition from the children's department to the adult department; we keep them in the habit of visiting the library. Specifically "a young adult summer reading program can encourage middle school and high school students to pursue reading for recreation and to use the library and its services on a regular basis" (Fairbanks and Jacques, 1995, p. 34). Summer reading programs teach YA's to use the library outside of school for purposes they define.

Benefits of Programming with Young Adults

"Young adults will support only what they want" (Wallace, 1993, p.388). To ensure that the summer reading program is "what they want" young adults must be included in the processes of planning, implementing, and evaluating. "They are the ones who truly know what they need from the library" (Directions, 1993, p.19).

Including YA's from start to finish is challenging, but the benefits for everyone involved are immeasurable. The librarian can go straight to the source about what will capture young adults and help meet their many needs. Young adults involved will learn leadership skills, responsibility, group dynamics, and community service. Being a part of the programming process is also likely to boost confidence and self esteem (Directions, 1993, p.19).

Facilitating Planning with Advisory Groups

A popular way to involve YA's in programming is to create a Young Adult Advisory Council. In Connecting Young Adults and Libraries Patrick Jones offers the

the following advice about recruiting members for the council: start with the regulars and establish a rapport, get a commitment from those who are truly interested, ask for representatives from other youth groups, and challenge the complainers to join and make a difference (1992, p.175).

Try to form a balanced group--girls and boys, voracious readers and reluctant ones. Define expectations of what the group is to accomplish and how. Listen to what they say and respect their ideas (Wallace, 1993, p.388). The atmosphere of the council should allow all members to feel free to contribute without fear of ridicule. Don't use the council to just pick the YA brain for ideas; give council members important jobs (Wallace, 1993, p.388), and maybe a title to go with them.

Advisory councils should always be supervised, especially new ones. The person responsible for the ultimate success or failure of the program should constantly monitor the progress of the groups and guide them as they make decisions.

Library Sponsored Summer Reading Programs

Libraries, especially children's departments, have been implementing summer reading programs for years, but there are no universal rules that define how a summer reading club works. Programs can last the entire summer or just a few weeks.

Libraries usually choose a central theme for the summer. Often they present workshops or programs that may or may not be connected with the theme.

Participants simply read. The library usually provides a way to keep track of what and/or how much has been read. When a predetermined amount has been read, a reward is given. Summer reading clubs often culminate in a party recognizing the

achievements of participants.

"Opponents of reading programs feel that there is a tendency by parents, teachers, or the children to make participation competitive" (Arizona State Department of Library and Archives [ASDLA], 1994, p.67). Summer reading clubs can become a contest rewarding only those who read the most, discouraging average and below average readers. This problem can easily be solved if the requirements for rewards are not set out of reach for most readers. "Good readers" should not be defined by the number of books they read, nor should participants who read fewer books be excluded from activities. Participants should also be encouraged to explore and enjoy quality reading materials at their own levels instead of comparing their reading abilities with others.

Planning Library Programs

All good programs--big or small, one shot or continuous--require thorough planning. The first step in the planning process is the definition of goals and objectives (Iowa State Library, 1994, p.10). A good summer reading program should also include advanced planning of rewards and incentives, activities, publicity, and program evaluation.

"Goals should answer the question 'Why have a reading program?'" (ASDLA, 1994, p.20). They should be broad and support the library's mission statement. Good goals give a program direction and "may also justify staff time and budget distributions" (ASDLA, 1994, p.20). In conjunction with goals, program objectives should also be set. Objectives differ from goals because they define a specific desired

outcome. Objectives should answer the question "What will happen as a result of this program?". They must also be measurable; at the end of the summer reading program there should be definite evidence that objectives have or have not been met.

Evaluation Methods: Begin When Planning

Evaluation methods require careful planning before the first patron is registered; they should be outlined along with goals and objectives. In fact, selecting methodical evaluation is the second part of setting objectives. It offers an answer to the question "Did we do what we intended to do?" Whether the results of evaluation indicate success or failure, it is important to analyze the strengths and weaknesses of the program as well as what was learned by the staff during the program. Evaluation formally describes the results of a specific program, but it also provides suggestions for the execution of future programs.

One of the most common ways to evaluate the success of a summer reading program is to count: count the number of participants, the materials circulated or the young adults attending any given activity. Counting the number of YA's registered does not necessarily give an accurate picture of how many actually participated in the summer reading program. Determine a level of activity that will qualify as participation. For example, does reading one book and attending no activities qualify? Compare the number of participants with numbers from previous summers. Comparing circulation statistics can also help quantify the success of a summer reading program and offer evidence for measuring objectives.

Keeping track of attendance at YA activities is another important means of

evaluating success. These numbers can also provide useful information about the trends in program attendance by time and day of the week. In Output Measures and More Virginia Walters suggests measuring average attendance of YA programs in relation to the number of YA's in the community served by the library. Data are collected by counting the audience at all young adult programs. Walter's numbers include programs throughout the entire year, but for the purpose of evaluating the summer reading program, count attendance only at summer reading club activities. Divide the attendance by the number of young adults who are possibly served by the library to find the average number of activities attended by a young adult. Remember this number allows analysis of attendance not attendees (1995, p.73).

While numbers are an important means of measuring the success of a program, they do not tell the entire story. Statistics cannot evaluate program satisfaction, but asking YA's about their thoughts can. Simply being interested in participants opinions can illicit as much information as the lengthiest attendance formula. Formal remarks can be collected with short questionnaires administered after activities or a more indepth survey given at the conclusion of the summer reading program. Finally, do not underestimate the importance of professional observations. For example, does the staff think participants are excited about what they are reading? Do they display enthusiasm for the activities?

Outlining Program Guidelines

The third step in the planning process is outlining program guidelines. This includes deciding what ages or grades will be involved, how they will be registered,

what kind of material will count, how participants will log their progress and what will be used as rewards or incentives.

Popular prizes include food discounts at local restaurants, movie passes, and T-shirts as well as larger prizes like tickets to a theme park. Because many libraries do not have adequate funds to supply rewards to all summer reading club members, it is especially important to find sources for the rewards. Many libraries solicit local businesses for prizes with great success.

Send a letter to area businesses, especially those targeted at young adults, asking for any type of donation. Explain the summer reading program, its goals, and benefits for young adults. Offer to use the business name in summer reading program publicity. Include your name and number; make yourself available to answer questions. Sample letters can be found in Louisiana's 1995 service manual "Book Beat" and New York's 1993 manual "Book Banquet".

Follow the letter with a personal visit or, if necessary, a phone call. Make it simple for the business to donate--offer to stop by at the owner's or manager's convenience and always pick up the donations instead of asking to have them dropped off. Keep a careful record of all donations to avoid asking the same businesses for prizes at every program. Good records will also be helpful when sending thank you notes.

Planning Activities for Summer Reading Programs

Individual activities related to the summer reading program should also be thoroughly planned in advance. Each activity should have its own goals and objectives

objectives that support those of the overall reading program. A method of evaluation should also be selected to measure the success of the program in terms of the objectives. Dates and times should be chosen and locations reserved well in advance. A list needs to be made of all necessary items and personnel: supplies, equipment, and staff members needed for supervision. Gathering supplies well before the program leaves time to deal with the inevitable last minute problems.

Frequently outside speakers lead activities and workshops that are part of the summer reading program. Presenters don't always need to be big name authors or expensive experts. Every community has interesting and talented people who will gladly volunteer their time and expertise to the library. If a resource file of these people is not available, do research and start one (Fairbanks and Jacques, 1995, p.156). When inviting someone to speak at the library, ask well in advance. Be clear about what will be expected of him or her. Exactly what should be discussed? What are the program's goals? How long will the presentation be? Be sure to understand what the speaker will need from the library in terms of space and equipment. Confirm the date, time and other details in writing (Iowa State Library, 1994, p.127). When the activity is over, follow through with the evaluation process. Write down your own thoughts about the success of the program; include ideas for future changes. Talk to those who attended the program as well as the speaker about their impressions. Record the attendance. Thank you notes should promptly be sent to everyone who helped.

Promoting Summer Reading Programs

A well planned potentially successful summer reading program will fail miserably if no one knows anything about it. Publicity is key to creating initial interest in the program. Getting the word out will encourage participation in the program and perhaps increase attendance at activities.

Fliers are a popular way to advertise a program to a large number of people. Fliers should include an accurate summary of basic program information: title, brief description, time and place of the event, and what the YA needs to do to participate, i.e., sign up or pay a fee. The names of all sponsoring agencies should be included as well (Goldberg and Kent, 1991, p.69). Fliers should be bright and eye catching. A logo may be created to place on all fliers for YA/Summer reading club information to make them instantly recognizable. Fliers should be placed where young adults will see them: mail them to past program participants (Black, 1992, p.19), create a bulk mailing list of agencies that serve YA's (Wilson-Lingbloom, 1994, p.171), and have young adults pass them out at school or other activities (Wilson-Lingbloom, 1994, p.171).

Don't stop with fliers. Contact local TV and radio stations about the possibility of doing a Public Service Announcement. Local newspapers will almost always provide space for stories featuring up-coming library events. Send the announcement to the paper about four weeks in advance (Ward and Levine, 1993, p.30). Give complete information about the program including who to contact with questions. The newspaper may also be interested in a follow up story on an activity that will

public relations (PR) for future programs.

Contact school administrators about the possibility of visiting the schools during the last few weeks of the year to promote the summer reading program. Make sure to schedule far in advance--teachers will need time to fit the visit into their schedules. During the visit introduce yourself, booktalk new and/or popular books, explain the summer reading program, and provide registration packets or information. School visits should be used to create a foundation of interest in and enthusiasm about the summer reading program. "Nothing succeeds like personal contact. One visit is worth a hundred fliers and once that first impression is created, printed materials can be used effectively as reminders and reinforcement of the initial information" (Sprince, 1994, p.197).

Personal invitations should always be extended to library patrons. "They are the most likely candidates for your programs" (ASDLA, 1994, p.56), and they should not be neglected. As young adults are checking out or returning books, ask if they have heard about the program or are planning to participate. Simply saying "We'd like to see you there." can go a long way toward encouraging participation. Make sure the entire staff is aware of the program and can answer questions about it. Not all of them will be as excited as you are, but none of them should discourage potential participants.

Always be looking for new, imaginative ways to promote young adult programs.

- * Talk to school administrators about making announcements on the PA systems (Wilson-Lingbloom, 1994, p.171).

- * Include a flier or bookmark about program information with final report cards
(Jones, 1992, p.170).
- * Let young adults use the library phone to call patrons and extend personal
invitations (Jones 1992, p.170).
- * Contact youth-serving agencies that place fliers in the library and ask for
space
in their newsletters (ASDLA, 1994, p.56).
- * Wrap up activities by inviting YA's to participate in the next activity
(Black, 1992, p.19).

Conclusion

Advice from professional literature emphasizes planning library programs with young adult participants. Use of advisory boards is advocated to do advanced planning of: goals, objectives, awards, incentives, activities, publicity, and evaluation.

Planning and implementing a young adult summer reading program may seem like a lot of extra work. It would be easier to provide services to those teenagers who are self motivated to read. Including YA's in the program decisions would make the process even more difficult. It would be easier to the work with other adults or alone; however, the result of the effort is hopefully a popular, quality program that benefits both the library and all young adults participating. It is worth it.

CHAPTER 2

Planning Procedures: READ--It's a SHORE Thing

Location

This public library summer reading program was designed with a specific location in mind. City X is a medium sized city in the Midwest region of the United States. It is located near a much larger metropolitan area. Surrounding the city are many small towns.

City X has several factories that employ many of its citizens. There are also several farms in the outlying areas. While the city has some small, local businesses, most business employees work in the nearby metropolitan area. Children attend one of three elementary schools; older students are enrolled in a county middle school or high school.

The public library is centrally located in a residential neighborhood near the downtown area; there are no branch buildings. The library recently completed a much needed expansion project. A new wing was added, providing space specifically designed for a Young Adult Department.

Program Overview

The theme of this young adult summer reading program package is READ--It's a SHORE Thing. The program centers on summer vacation activities, in particular those that are related to the beach or pool.

No two libraries are in the same position when it comes to providing services to young adults. Some libraries have large, well-funded young adult sections with

consistently successful programs, others have neither a full time librarian nor regular programming of any sort, and still others fall somewhere in the middle. This summer reading program is designed to accommodate a wide variety of situations. A core group of activities is provided for use by all libraries. Libraries with small staffs and budgets may stop there. Additional activities are provided for use in libraries with larger budgets and staffs. Programs may also be chosen from the core or additional activities according to the needs or desires of a young adult advisory board. The length of the program will vary depending on the number and types of activities that are chosen.

Program Procedures

Program participants will receive a reading ticket. When books are returned to the library, a staff member stamps the ticket--once for each book read--with a distinctive library stamp. The young adult lists the titles of the books he or she has read on the back of the ticket. When a ticket has five stamps, it is considered full. The young adult turns it in to a prize raffle box and takes another ticket. Participants may fill as many tickets as time permits. A "full" ticket may also be offered to anyone attending a summer reading program activity. At the end of the summer, participants' tickets will be drawn from the raffle box for various prizes.

In order to encourage fairness to all participants and protect the library, some rules and regulations should be made. (1) Everyone involved in any summer reading program activity should be registered; registration includes medical information signed by a parent. (2) For books to count as stamps on tickets they

must be checked out from the Young Adult or Adult Departments of the library. Books that do not belong to the library do not count unless they are checked out through the interlibrary loan service. (3) To receive stamps on tickets, all books should be presented to a library staff member before they are returned. (4) There will be no set number of pages required for a book to count for credit; however, participants will be encouraged to choose materials at their reading levels.

Goals and Objectives

Goal 1: Through the summer reading program, the library will promote recreational reading among young adults.

Objective 1: Participants will be able to identify materials and styles of writing that they enjoy.

Objective 2: Participants will share what they have read with their peers.

Goal 2: Through the summer reading program, the library will provide an opportunity for young adults to interact with their peers and gain a sense of belonging.

Objective 1: Participants will interact at program activity sessions.

Objective 2: Participants will engage in informal conversations at activity sessions.

Goal 3: Through the summer reading program, the library will provide an opportunity for young adults to experiment with their identity, relationships, and ideas.

Objective 1: Participants will be able to discuss a variety of ideas presented to them through reading materials.

Objective 2: Participants will be able to make judgements about potential life situations presented in young adult books.

Evaluation

The following are suggestions for evaluating the success of the summer reading program:

1. Count the number of registrants. This number will only define the success of the publicity during the registration drive; however, it can be used in comparison with the number of young adults who actually participated. Define participation before the program begins, i.e., reading five books qualifies someone as a participant. Compare the number of registrants and participants to define how well the program involved young adults and kept them interested.
2. Record circulation statistics to measure how much reading was done during the program. Compare the number to records from previous summer reading programs, as well as to records from before and/or after the program.
3. Keep track of attendance at all summer reading sponsored activities. Use the formula explained in Chapter 1 to quantify the number of young adults served by the activities.
4. Keep a journal of professional observations. After each activity take time to record thoughts about young adult reactions and enthusiasm, changes that can be made in the future, and definite successes. Throughout the summer reading program ask young adults how they feel about the it: record their thoughts as well. Young adult advisory council members can keep similar journals of what they and their peers

think about various aspects of the program.

5. At the end of the program give each registrant or participant a survey to formalize their remarks. It may help if a reward is offered for filling out and returning the survey, i.e. an extra ticket for the prize raffle or food discounts from a local restaurant.

Possible questions for the survey may include:

Programming: List all program activities and ask Which programs did you attend? Which program did you enjoy the most? Least? Why? Did time conflicts interfere with your attendance at programs? Which activity, if any, would you like to see the library sponsor again? Were there any changes you would have made if you were in charge of the activities?

Procedures: Did you like the procedures used to record the number of books you read? Why or why not? Were the program procedures fair to everyone? What would you change about the reading part of the summer program?

Publicity: How did you hear about the summer reading program? How many times did you hear about the summer reading program? Why did you decide to participate in the summer reading program?

Prizes: Did you like the prizes offered by the summer reading program? Why or why not? What other suggestions do you have for prizes?

General: Will you participate in a summer reading program next year? Would you recommend the program to your friends? Did you read more or fewer books this summer than you have in the past? What was the best part of the summer reading

program? the worst? Do you think you were respected by members of the library staff? Did you learn anything interesting about yourself or the world around you because of the reading program? Has your attitude toward the library changed at all due to the summer reading program? Will you continue to use the library after the program is over? Do you feel that you are better acquainted with some of the other participants than you were at the beginning of the program? What program activities helped you become better acquainted?

Administrative Procedures

Long before the summer reading program begins the librarian will need to work with the young adult advisory committee to accomplish several tasks.

Task 1: Organizing the young adult advisory committee

Through a series of meetings the librarian is responsible for leading the advisory council as decisions are made about the summer reading program.

Meeting 1: (1) The librarian should define the role of both the committee and herself in the planning and implementing of the summer reading program. All expectations should be clear, i.e., members will attend all meetings, sit on one committee, etc. Council members should commit themselves to the summer reading program. (2) The librarian and YA's should come to a conclusion about the goals and objectives to be used with the program. The council members may wish to simply endorse the goals and objectives presented with this package, or they may wish to create their own. At the end of the meeting everyone should have a common idea of program intentions and individual roles in accomplishing them. (3) Give everyone a copy of the program presented here. Ask each to read it and be ready to contribute to the decision making process.

Subsequent meetings: Using both the program guidelines in this package and the previously agreed upon goals and objectives, the advisory council should come to conclusions about the summer reading program.

1. What procedures will be used to record reading materials and reward patrons?
2. Discuss programming options. Do not try to come to specific conclusions--the

council would hold several meetings on the subject. Choose which programs will be done, being careful to keep within any budget limitations that have been set. Open the floor to other suggestions that relate to the theme of the program.

3. Choose evaluation techniques that will be used. The council may need a thorough explanation of the purpose of evaluation and suggestions of various methods.

4. Explain the necessity of a prize solicitation drive and heavy publicity at the time of registration.

5. Break the council down in to committees--programming, solicitation, and registration/P.R.

Task 2: Prize solicitation drive

Step 1: The letter

The librarian drafts a form letter to send to area businesses.

The committee makes a list of potential prizes or businesses that will donate, fills in the names of business managers or owners in the letters, addresses the envelopes, and mails the letters.

Step 2: Follow up phone calls

The librarian gives a demonstration detailing how to make the follow up phone calls including making opening statements and courteously dealing with rejection.

The committee members call all businesses that received letters, answer questions, and arrange for pick up of donations.

Step 3: Thank you notes

The librarian creates several samples of thank you notes.

The committee members write and mail thank you notes to all participating businesses.

The more people involved in the solicitation drive, the better the method of organization must be. It is suggested that each business to be sent a letter should be listed on an index card. The card should list the business name, address, and phone number. As phone calls are made, notations should be made concerning the business' contact person, the decision about making a donation, and arrangements for picking up the donations. It should be noted if the business does not wish to make a donation to avoid calling again. The index card should be marked in some way both when the donation has been received and the thank you note has been sent.

Task 3: Creating publicity for the registration drive

Step 1: School visits

The librarian sets up dates and times for school visits with administrators and teachers and creates a presentation to build initial enthusiasm for the reading program.

The committee members may wish to view the presentation and offer suggestions.

Step 2: Newspaper feature story detailing the summer reading program and focusing on the kick off activity

Contact with the newspaper needs to be made to ascertain length of articles, form of submission, and lead time designated by the newspaper.

The committee may wish to appoint a newspaper-council liaison to contact the newspaper with program details and be available for questions from reporters. If not, the librarian is in charge of these duties, as well as possibly arranging a time when the

newspaper can interview YA council members.

Step 3: Fliers

The committee chooses a logo to be used on all summer reading program advertising and designs advertising for the summer reading program.

If the fliers will be printed outside of the library, the librarian arranges for printing.

The librarian and committee make a list of places to hang fliers, decide on other methods of distribution, and implement the plans. Helpful suggestions for creating and distributing fliers can be found in Chapter 1.

Step 4: Library displays

The librarian and committee choose displays to be used prior to and during the summer reading program.

A schedule of displays is made. Displays are assigned to various committee members or the librarian.

Those responsible for the display collect materials, set up the display, and take it down.

Suggestions for displays include:

1. Fill a baby pool with books and other reading materials with a sign that says "Dive Right In".
2. Use a bulletin board with the title "Fishing for a Good Book?" to encourage YA's to share good books. Provide construction paper fish to reading program participants. Ask them to write down the titles and authors of books they would recommend. Hang the fish on the board. Use fish netting, lures, and lines to enhance the board.

3. Set up a beach display with towels, sunglasses, coolers, a beach umbrella, and books. Use the program theme as a title.
4. Hang travel posters of tropical beaches. Include related books in the display.
5. Talk to the programming committee about doing displays for specific programs.

Step 5: Advertising to patrons

The librarian distributes information about the summer reading program to other staff members, asking those who work in the young adult department to inform all patrons.

Before each program activity, a sheet listing the time, place, and other details should be distributed to all other library staff members.

Task 4: Creating registration packets

Step 1: Librarian drafts a summer reading program welcome letter.

Step 2: The committee designs the tickets used to record the materials read by program participants.

Step 3: The librarian, with the help of the programming committee, creates a master schedule of all events including dates, times and places.

Step 4: The librarian creates a registration form

Step 5: The librarian creates an Advisory Reading list of materials that fit the program's theme.

Step 6: The librarian creates a list of all rules and regulations and submits them for approval by the library director.

Step 7: The librarian arranges for mass production of all items.

Step 8: The librarian and committee members put registration packets together.

A sample registration packet is available in Appendix A.

Task 5: Program planning

Step 1: The programming committee chooses the dates and times of all programs and reserves locations.

Step 2: The programming committee chooses the type of advertising that will be used and informs the publicity committee of plans.

Step 3: The committee lists all necessary supplies, equipment, speakers, and adults needed for supervision. Members are assigned responsibilities for each program along with a deadline for having the job done. A list of tasks and responsible members is given to the librarian. The librarian follows up on the job to keep the programming on track.

Task 6: Finishing touches

Step 1: A young adult advisory member creates a raffle box for full tickets. The box may be decorated to fit the theme of the program.

Step 2: The librarian creates an evaluation journal with areas for observations and attendance statistics.

Step 3: The librarian and the advisory council creates the survey to be used in the evaluation of the summer reading program.

If these tasks are accomplished before the summer reading club begins, there will be more time for the librarian and members of the advisory council to handle unforeseen

emergencies and enjoy the program activities.

CHAPTER 3

Core Programs

Overnight Library Lock-in

Objectives: (1) This activity is designed to encourage young adults to sign up for the summer reading program and introduce them to the program procedures. (2) It should also provide an opportunity for initial interaction between staff members and program participants as well as interaction among the young adults.

All registered club members will be invited to spend a night in the library. The evening will begin after the library has closed and end the following morning. The following activities may be included in the evening:

- *Introduce the staff members and give an overview of the summer's activities. Include the rules and regulations and procedures that will be used to record participant's progress.

- *Ice breakers give everyone a chance to meet other program participants. Instructions for the ice breaker "Find Someone Who..." are included on page 30.

- *Show entertaining summer movies. Suggestions: Jaws, Grease, Free Willy. Ask the young adult advisory council for other ideas.

- *At some point break members up into different age groups and take them on a tour of the library's facilities. Give short instructional sessions for those who do not know how to use the library's computer search system or review the system for those who do.

- *Booktalk popular books, including the books on the Advisory Reading List that is

included in the registration packet.

*Hide beach items in the library and have teams of participants go on a scavenger hunt.

*Give everyone a chance to browse for books and check them out before they leave.

Some of these activities lend themselves to everyone's favorite thing to do--snack. Provide soda and snacks for everyone or ask everyone to bring a snack item like chips or popcorn.

For the protection of the library and staff members in charge, everyone must have turned in a signed registration form with complete medical information or the YA will not be allowed to stay at the lock-in. In order to handle any emergencies properly, this activity should have at least two adult supervisors. It would be a good idea to have as many YA staff members as possible participate. No one should be allowed to leave at any time during the night unless there is an emergency or a parent picks them up.

Activities to help participants become better acquainted are advocated at the beginning of the lock-in. One popular activity involves placing the names of famous authors or literary characters on pieces of paper. The papers are pinned to the back of the participants' garments without allowing them to see the names first. Thus the participants must guess who they are by asking questions of others. To make the ice breaker more challenging, allow participants to ask a limited number of questions or questions that may only be answered "yes" or "no".

The following are instructions for the ice breaker "Find Someone Who..."

Mingle with everyone. Get signatures of people who fit the descriptions below.

Remember, your sheet may have only one signature per person. The first one to complete all of the categories wins. Good luck!

Find Someone Who...

was born in June.

was born in July.

was born in August.

cannot swim.

plays the piano.

is an only child.

has green eyes.

owns a dog.

speaks a second language.

has at least two older brothers.

has travelled in another country.

Book Sharing Sessions

Objective: Program participants will discuss what they have read with their peers.

Once a week summer reading program members will be given an opportunity to meet with others to share what they have been reading. There will be two sessions each week--one for junior high students and one for high school students. The groups for this program should be kept small, no more than twenty young adults in the group. Participants should sign up each week.

The group should meet in a private area in the library. This is not school. Seating should be arranged to create a casual environment that promotes participation.

Participants should not be grilled about the book or books they wish to share.

Although written materials should not be required for participation, YA's may find it helpful to write the title, author, and a few sentences about the plot on an index card.

The cards can be used as prompts or reminders. The librarian may also wish to keep the cards in a file for other YA's to use.

Young adults should control as much of the meeting as possible; however, they will need a professional staff member to guide the process. This can be accomplished without taking over or talking most of the time. Ask if anyone would like to tell a little bit about the book they are excited about and what made it something others may want to read. If no one wants to begin the discussion, have one or two books ready to talk about yourself. Once someone begins there is no telling where the session will end. Listen carefully to what the speaker is saying and ask questions that will draw out more information from them. For example, what did you think motivated the main

main character? Was he or she like you in any way? What do you think the author was trying to say? How did the main character change?

Book sharing sessions may prove to be popular activities. Young adults may want to continue them after the summer reading program is over. Some librarians may even find a demand for specialized sharing groups for young adults especially interested in one particular genre of literature.

Community Service

Objectives: (1) Participants will be educated about child care. (2) Participants will be given an opportunity to apply their skills.

Parents are constantly on a quest to find quality care givers for their children. The search intensifies when children are home all day during summer vacation. Summer is also a time when young adults are looking for a way to earn a little extra money. Through this community service program the library will serve as the middleman in the process of connecting parents with quality baby sitters, baby-sitters who will give parents a financial break.

The library will sponsor a three part series of workshops as part of the summer reading program. The workshops will prepare young adults for working with children. Parents who hire them will be assured that their care giver has been given instructions on how to handle various emergency situations and entertain their children.

The first workshop will educate adolescents about basic child care. This workshop could be led by a child care professional and/or a pediatrician. Participants should learn about the capabilities and typical behavior of children and infants at different stages. This workshop could also include lessons on safely preparing meals while baby-sitting.

The second workshop will deal with child care emergencies. Speakers could include police officers, paramedics, or firefighters. Participants should learn basic first aid. A Red Cross instructor should also be available to teach participants about

child and infant Cardiopulmonary Resuscitation (CPR). Programs teaching CPR usually are done in groups of no more than 20. Depending on the number of young adults involved, this workshop may need to be given on different occasions.

The final workshop is sponsored by the library. It deals with entertaining children. A professional staff member from the children's department would be ideal for leading the workshop. Topics to cover include: storytelling, choosing books for different age groups, and games that the young adults could make on their own.

At the conclusion of the workshop series, everyone who attended three workshops will be asked to fill out an information sheet providing name, phone number, age, available baby sitting hours, any preferences with regard to the ages of children he or she will sit for, and any previous experience. The information sheets will be assembled into a directory. The directory will be available in the adult department to parents looking for prospective baby-sitters.

Young adults should be aware that this program requires a commitment to attend all three workshops. Anyone not attending all three is not qualified to be listed in the Baby-sitting directory. Interested summer reading members should be required to register for the workshops--all three at the same time. A fee will be required for this program to cover the cost of the CPR instruction. (See the budget for details of the cost.) Collecting the fee up front will help ensure attendance by all registrants. It may also help to call participants the day before each workshop and remind them of the time and place.

Pool Party--The Final Splash

Objectives: (1) This activity will provide social interaction and an opportunity to have fun. (2) It will also provide closure for the summer reading program.

The summer reading program will culminate in a pool party for everyone who participates; participation is defined by the YA advisory council. Most community swimming pools close in the late evening. Arrangements should be made to keep the pool open after hours for summer reading members only. Fliers should be sent to all registered YA's to remind them about the pool party and inform them about the time, place, and activities.

Time spent at the pool should be unstructured. Arrangements should be made to have the concession stand open for anyone interested in snacks. Of course, the pool will be open for swimming. Certified lifeguards should be provided by the swimming pool at a cost to the library. Music can be provided by a DJ or a simpler sound system run by program participants. The young adult advisory council or an informal survey of program participants should be able to assess the desire for dancing.

Some time near the end of the pool party everyone who participated should be publicly acknowledged in some way. Certificates could be handed out or local restaurants may have donated enough discount coupons for each member to receive one. If the newspaper is doing a feature follow up story on the summer reading club, pictures of the entire group may be taken. Names should also be drawn for the other prizes. Winners do not need to be present to receive their prizes; they may be notified by the library the next day.

Budget for Core Programs and Initial Preparations

Budgets for each library will vary depending on decisions made about programs.

This budget includes prices for the most expensive scenario in each case.

Basic organization \$50.00

This fund is for supplies to be used when planning the program. For example, index cards for the solicitation drive, binders to organize evaluation, etc.

Printing \$200.00

Many libraries may choose to print fliers and registration materials using the library's copy machine. Other libraries may receive a discount from the printer in exchange for having the business name mentioned on fliers and with other advertising.

Overnight Library Lock-in \$60.00

This is to purchase pop, ice, cups, napkins, and snacks like chips and pretzels.

Community Service--Baby-sitting Program \$100.00 per 20 participants

Average cost of the CPR training is \$200.00 for 20 people. The library may wish to pay for half of the cost and charge a fee to participants to pay for the rest.

Pool Party \$210.00

The average cost of a DJ is \$150.00 for three hours. This cost also includes three hours of pay for four pool employees.

CHAPTER 4

Additional Programs

Tie Dye Workshop

Objective: (1) Participants will learn and practice the art of tie dying.

Tie dying is a creative process that produces interesting, multi-colored designs on white clothes. Rubber bands are used to tie twisted clothing while it is being dyed. The process is usually used with T-shirts, but other items can be used including hats, beach cover ups, and sneakers.

Tie dying is not a difficult art to learn. A staff member can easily demonstrate the process. If no one on staff or the YA advisory council knows how to tie dye, read Contemporary Batik and Tie Dye: Methods, Inspiration, and Dyes by Dona Z. Meilach. The book provides complete instructions and includes ideas and methods to try.

The library will need to borrow several large tubs for mixing the dye. Other necessary supplies include dye (available in the craft section of most stores), rubber bands, and a clothesline or other device to hang clothes while they are drying. The young adults should be able to provide the materials they wish to tie dye.

Program budget: Dye and other supplies \$20.00

Summer Safety

Objective: Participants will be aware of the dangers of ultraviolet radiation as well as methods of protecting themselves.

Young adults spend much of their summer vacation outdoors, directly exposing themselves to the sun's dangerous ultraviolet (UV) rays. In fact, many YA's seem to be on a quest for the rays while they tan--indoors and outdoors. As part of the summer reading program, the library will sponsor a lecture on summer safety for young adults and other interested members of the community.

The program may be executed in a variety of ways. An oncologist or other medical professional could speak about the effects of overexposure to the sun and discuss important facts about protecting skin from UV rays. A more effective type of speaker would be someone whose life has been affected by skin cancer, a person who has had the disease or had a family member suffer from it. A panel could be formed with both medical professionals and skin cancer patients to present both information and personal accounts. It could prove difficult finding cancer patients who are willing to speak to a group of young adults. If this is not possible, a short film could be shown.

As a program conclusion, the programming committee may wish to hand out small bottles of sunblock or tubes of lip sunscreen. A local drugstore may provide a discount or donation during the solicitation drive.

Program budget

Sunblock/Lip sunscreen \$40.00 without a discount or donation.

Family Fun Saturday

Objective: Participants will share the summer reading experience with their families.

The library will sponsor an afternoon of food and games in the local park. The activity is open to all summer reading program participants and their families.

Advance registration will be necessary to plan the meal. Information about the program will be included in the registration packet; however, families may need to be reminded that they need to sign up. Have the young adult advisory council call all summer reading participants or mail fliers to their homes.

Begin or end the activity with lunch. The menu will depend on the budget allowed for the event. The library could provide picnic foods--hamburgers, hot dogs, potato salad, baked beans, chips, etc. The meal could be done pot luck style with families bringing a dish to share with everyone, or the meal could be a combination of the two, with the library providing the meat and beverages and families bringing side dishes to share.

Possible activities for the remainder of the event:

- * Games of volleyball or softball. Possibilities include a YA vs. Parents or YA vs. Library staff match.
- * Water balloon toss
- * Three legged race, sack races, and other traditional games
- * Instead of purchasing prizes for the winners of the games, give them the opportunity to throw a pie in the face of the willing library staff member of their choice. It could be the highlight of the day.

Afternoon Movies

Objective: Participants will be exposed to classic literature.

It is often difficult to convince YA's (and adults!) to read classic literature. It may seem as if the novels are not interesting or even understandable. To introduce young adults to some of the classics, the library will sponsor a series of afternoon movies based on classic novels.

The program should be included on the schedule provided with each registration packet. To further advertise the program turn a bulletin board into a movie marquee with each program's "feature film" on display, or use a glass showcase to display books on movie making.

The program is easy to implement. Show the video in the library's meeting room. The library may wish to provide popcorn for participants. After the movie, make the books available at the front desk and suggest other books by the author. Discussion of the books may come up in the book sharing sessions and others will be encouraged to read them.

There are movies based on classic novels that even fit with the theme of this summer reading program package, for example, Moby Dick, Twenty Thousand Leagues Under the Sea, and Treasure Island.

Program budget:

The videos may be found in the library's collection for free or through the interlibrary loan service for a small fee.

Microwave popcorn \$10.00 per movie shown

CHAPTER 5

Resources and Recommendations for Program Planners

Resources for Young Adult Programming Beginners

The following books will be helpful to anyone just beginning to program for young adults:

1. Hangin' Out at Rocky Creek: A Melodrama in Basic Young Adult Services in Public Libraries by Evie Wilson-Lingbloom.

Wilson-Lingbloom has documented her own experiences with YA's and libraries. This resource includes chapters entitled "Storytelling Teenage Folklore: A Basic Library Program for Young Adults" and "Involving Youth in YA Programming on a Limited Budget". At the end of each chapter there is an extensive list of related readings to guide beginning programmers. Helpful appendices include "Liaisons of the Association for Library Services to Children and the Young Adult Library Services Association of the ALA" and a sample YA survey.

2. Connecting Young Adults and Libraries: A How-To-Do-It Manual by Patrick Jones

This resource is no nonsense guide filled with specifics about how to involve young adults in the library. A chapter is devoted to planning and promoting programs, advice on what to do the day of a program and program evaluation. Helpful advice is given on young adult advisory committees including information about recruiting members and solving potential problems. The manual presents program ideas and suggestions and provides a program planning worksheet. Good

general information about YA services can be found in the chapter titled "Issues in Young Adult Services" which includes information about confidentiality, censorship, latchkey YA's, and more. Addresses and subscription prices of professional periodicals are given in an appendix.

3. Bare Bones: Young Adult Service Tips for Public Library Generalists by Mary Chelton and James Rosina

This resource does not provide much specific information on program planning and implementing; however, it is an excellent source of information that will help librarians understand the YA's they are programming for. Especially helpful are the chapters entitled "Why Young Adults Aren't Exactly Like Anybody Else" and "How Young Adults Use Public Libraries". Also useful is a chapter outlining "Qualities of an Effective Young Adult Librarian".

Staying on the Cutting Edge of YA Programming

The job of programming for YA's is not over when a librarian has acquired basic skills. A library's young adult programs should not be stagnant; they should constantly be changing to keep YA's interested. How can a librarian keep up with trends and present fresh programs?

There are many excellent professional periodicals that offer program ideas and articles on the latest in young adult library services including programming. The library should subscribe to several of them, and the librarian may want to receive others at home. Suggested periodicals include: Voices of Youth Advocate (VOYA), Journal of Youth Services in Libraries, Library Journal, Media and Methods, Book

Report, and Emergency Librarian.

Along with reading current periodical articles about programming, look for new books on the subject. Many of the journals and magazines listed above contain reviews of professional materials. Consult the reviews, and consider purchasing some for the library or a personal collection.

Do not forget to include the thoughts and feelings of the program participants when planning new programs. When it seems as if all personal resources have been exhausted of ideas, a young adult advisory council can provide a constant supply of program ideas and new ways to execute them. If the library does not have an official council, teenage patrons can still be consulted with questions about program needs and desires, and librarians can make personal observations about what is affecting their young adult users.

Keep up with trends through professional colleagues. To find out what is going on in programming regionally, join or form a group of area librarians that meets outside of work to exchange ideas and lend support. Follow national and state trends by joining the American Library Association and a professional state association, reading their publications, and attending their conferences.

Finally, do not settle for using the same types of programs again and again. Constantly strive to improve programming. Seriously evaluate every young adult program that the library provides: discover keys to success; discontinue programs that do not work; improve those that need it. Learn from successes and failures; convey what you learn about young adults in future programs.

Appendix

Sample Registration Packet

Contents:

1. Welcome letter
2. A master schedule of program events
3. Registration form
4. Advisory reading lists for middle school and high school students

Materials on the advisory reading lists were found in Best Books for Senior High Readers, Best Books for Junior High Readers, Senior High School Library Catalog, and Junior High School Library Catalog.

READ--It's a SHORE thing

Welcome to Library X's summer reading program!

Once you are registered, you are invited to participate in exciting events including an overnight library lock-in, book sharing sessions, and more. You will also have a chance to win great prizes just for reading!

When you return your library books, you will receive a ticket and we will give you one stamp for each book you read. When a ticket has five stamps on it, it is full. Turn it in to the raffle box located at the circulation desk, and start a new ticket. Every time you attend a summer reading program activity, you will receive a full ticket for the box. At the end of the reading program, there will be a drawing for great prizes like movie passes, T-shirts, and gift certificates. The more tickets you have in the box, the better your chances of winning.

To be fair to everyone, the YA advisory council will only count books that are read during the summer reading program. The books must be checked out of the Young Adult or Adult Departments of this library, and you need to show them to a librarian to get your ticket stamped.

Start reading and remember to have fun!

Schedule of Events

Overnight Library Lock-in June 1 8 p.m.- 8 a.m.

Meet in the young adult section of the library.

Bring your library card, a snack to share, pajamas, a sleeping bag, and a pillow.

Book sharing : Every week we will meet to talk about what we are reading and exchange recommendations for good books. If you wish to come, sign up for each session one week in advance. Don't worry about coming to book sharing sessions every week, but give it a try at least once.

Meeting times and places will be posted at the YA circulation desk every week.

Middle school students will meet on **Tuesdays**--June 11, 18, and 25 and July 2, 9, and 16.

High school students will meet on **Thursdays**--June 13, 20, and 27 and July 11 and 18. The library will be closed July 4; the high school session that week will be on Wednesday, July 3.

Become a **Library Certified Baby-sitter!** Ask for details at the circulation desk.

Workshops will be held on **June 17, 18, 19**. In order to participate you must sign up before June 12 in the young adult department. Cost is \$10.00 to be paid before June 12.

The Last Splash July 19 from 7-10 p.m. at the Community Swimming Pool

Names will be drawn for prizes! Bring your swimsuit and money for the concession stand.

Summer Reading Program Registration

Name _____

Address _____

Phone Number _____

Age _____

Grade completed last year _____

Parents' names _____

Daytime Phone Numbers _____

In case of emergency notify:

Doctor's name, address, and phone

Allergies/Medical problems _____

READ--It's a SHORE thing

High school students: try these YA novels related to SUMMER reading!

Fiction

Dandelion Wine by Ray Bradbury

I Know What You Did Last Summer and Summer of Fear by Lois Duncan

The Moonlight Man by Paula Fox

The Old Man and the Sea by Earnest Hemingway

Ferris Beach by Jill McCorkle

In Summer Light by Zibby Oneal

Family Resemblances by Lowry Pei

Summer of Night by Dan Simmons

Biographies

I Had a Hammer: The Hank Aaron Story by Hank Aaron with Lonnie Wheeler

The Recurring Silent Spring by Patricia H. Hynes

Costeau: The Captain of His World by Richard Munson

Comeback by Dave Dravecky with Tim Stafford

Iron Horse: Lou Gehrig in His Time by Ray Robinson

I Always Wanted To Be Somebody by Althea Gibson

Martina by Martina Navratilova with George Vecsey

Nonfiction

The Sea Around Us by Rachel Carson

Exploring the Deep Frontiers: Adventures of Man and the Sea by Sylvia A. Earle

The Oceans: A Book of Questions and Answers by Donald G. Groves

Cowabunga! The Complete Book of Surfing by Lee Wardlaw

Champions: The Makings of Olympic Swimmers by Daniel F. Chambliss

Peterson's Summer Opportunities for Kids and Teenagers from Peterson's Guides

Sports Illustrated Scuba Diving: Underwater Adventuring by Henry Ketels

READ--It's a SHORE thing

Middle school students! Try these YA novels relating to SUMMER reading.

Fiction

The Summer of the Swans by Betsy Cromer Byers

A Summer to Die by Lois Lowry

The Summerboy and Summer Rules by Robert Lipsyte

Summer of the Monkeys by Wilson Rawls

Shadow Shark by Colin Thiele

Summertime by Charles Sheffield

Patchwork Summer by Kristi Holl

Bathing Ugly by Rebecca Busselle

The Mermaid Summer by Mollie Hunter

Noonan: A Novel about Baseball, ESP, and Time Warps by Leonard Everett Fisher

Biographies

Rachel Carson by Marty Jezer

Satchel Paige by Kathryn Long Humphrey

Jackie Robinson by Harvey Frommer

Wilma Rudolph by Tom Birackee

Babe Ruth by Art Berke

Babe Didrickson: Athlete of the Century by Rozanne R. Knudson

Nonfiction

Jacques Cousteau's Calypso by Jacques Cousteau and Alexis Sivrine

How to Be an Ocean Scientist in Your Own Home by Seymour Simon

Amazing Creatures of the Sea from the National Wildlife Federation

Sharks, the Superfish by Helen Roney Sattler

The Dolphins and Me by Don C. Reed

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